## **Guided Reading Activity**

netw rks

#### The Ancient Greeks

#### Lesson 3 Classical Greece

#### **Review Questions**

develop their own empire.

- Detail: After an extended war against \_\_\PERSIA\_\_\_\_\_\_, the Greeks, Spartans, and Athenians united to defeat the Persians at \_\_SALAMIS\_\_ and again at \_\_\_PLATAEA\_\_.
- B. Main Idea: The Classical period of Athenian and Greek history lasted from and 461 s.c. to 429 s.c. Historians have called this period the Age of Pericles, in which Athens reached the height of its power and brilliance.
  - Detail: Under Athenian leadership, the \_\_\_DELIAN \_\_ League liberated virtually all
    of the Greek states in the \_\_AEGEAN \_\_\_\_\_ from Persian control.
  - Detail: Pericles created a direct \_\_DEMOCRACY\_\_\_\_\_\_ that included every male citizen and used \_\_OSTRACISM\_\_\_\_\_ to protect against ambitious politicians.
  - Detail: Most people in the ancient world owned \_SLAVES , who worked in the FIELDS , in the home, or on government PUBLIC CONSTRUCTION \_ projects.
  - Detail: Athenian women were \_\_\_\_CITIZENS\_\_\_, but they were excluded from \_\_PUBLIC (political)\_\_ life and expected to work chiefly at \_\_\_home\_\_\_.
- C. Main Idea: After they defeated Persia, the Greek city-states returned to rivalry and war among themselves.
  - Detail: After they defeated the Persians, Athens and the Delian League formed the
     \_\_ATHENIAN\_\_\_\_ Empire, while Sparta and its supporters formed a rival
     PELOPONNESIAN\_\_ League.
  - 2. Detail: The Great \_PELOPONNESIAN WAR\_ between Sparta and \_\_\_\_ATHENS\_\_ weakened the major Greek states and allowed them to fall prey to the growing \_MACEDONIAN\_\_\_\_ empire.

# **Guided Reading Activity 18 3 Answers**

**George Graybill** 

#### **Guided Reading Activity 18 3 Answers:**

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,2011-12-30 School Life ,1926 Teacher Preparation as an Inspirational Practice Shelley Sherman, 2013-07-18 How can teacher educators provide prospective teachers with a philosophical foundation for dimensions of teaching associated with responsiveness to students How can they help focus teacher candidates during their through coursework and especially during clinical experiences on developing their capacity to be responsive to students as unique human beings Drawing from the literature base on teaching s moral dimensions this book establishes a conceptual framework for responsiveness describes obstacles to its actualization and suggests approaches for nurturing responsive capacities in teacher candidates Voices of teacher candidates and teacher educators animate the conversation about responsiveness Philosophy and practice are situated within the context of tensions between standardization and teachers commitments to remain true to the unique needs of students The book provides multiple entry points for approaching the topic of responsiveness including scholarly literature qualitative data analysis the author's personal voice as a teacher educator and the voices of other teacher educators and of teacher candidates discussing personal experiences including successes and challenges within clinical experiences Philosophy and practice are intertwined and practice based interventions are suggested the Cruise Vacation 2007 Steven B. Stern, 2006-09-01 Pelican's luxury travel expert Steven B Stern completely updates this guide each year to provide the most current and accurate descriptions of nearly 300 cruise ships These listings include not only Alaskan Mediterranean and Caribbean cruises but also offbeat destinations like European barge trips and more Every new edition also contains actual shipboard menus activity schedules price categories and hints on how to best enjoy an A Guide for Using Misty of Chincoteague in the Classroom Marty Beatty Sanders, 1999-06 eight hour stay in port

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